**PROSPECTIVE MENTOR TEACHERS *FOR APPRENTICE TEACHING* –**

**HIGH SCHOOL**

Thank you for considering being a mentor teacher for the Teach North Texas (TNT) program at the University of North Texas. We are looking to place students into 9th, 10th, 11th, or 12th grade classrooms in your district.

**Course Description**

The purpose of Apprentice Teaching is to offer TNT students a culminating experience that provides them with the tools needed for their first teaching jobs. In Apprentice Teaching, students are immersed in the expectations, processes, and rewards of teaching. When making placements, TNT master teachers consider each apprentice teacher’s characteristics and abilities as well as the cooperating teacher’s teaching and mentoring styles. The hope is that the complementary strengths of the TNT apprentice teacher and cooperating teacher will generate a synergism that benefits both people professionally.

Apprentice Teaching reinforces and augments teaching strategies that students have developed through their coursework and field experiences. The program also attempts to fill in any gaps in students’ professional development. In particular, Apprentice Teaching focuses on classroom management and time management strategies, parent/teacher communication strategies, school culture and school dynamics that make up an effective middle school and high school system, legal and logistical issues in teaching, the final portfolio, and state certification examinations.

The course has two components: the teaching experience and a weekly evening seminar. The teaching experience is a daily experience that begins on the first day of the cooperating school’s semester. Students begin with observing the mentor teacher, then move quickly into teaching lessons and managing the classroom on their own with minimal supervision. Both a Master Teacher and a University Supervisor will observe, coach, and evaluate the student in your classroom. The weekly evening seminar is an opportunity for students to reflect and discuss with each other the successes that occurred during the week and get feedback from peers about areas to improve.

Apprentice Teaching students are required to complete a professional portfolio that showcases their work as a pre-service teacher and work as a science/math undergraduate student. This portfolio showcases not only inquiry-based teaching experiences, but also thoughtful improvements to their teaching skills as they complete the program. In addition, students are required to show how they can do science or mathematics as a scientist or mathematician does, demonstrate how to meet the needs of the diverse students in today’s classroom, and demonstrate how they effectively integrate technology into their lessons.